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ABSTRACT

The panel presentation traces the development of and describes the operation of a Brentwood (California) project to prepare approximately 75 severely disabled individuals, ages 12-22, to function in the least restrictive recreation/leisure, vocational, and general community environments. Transition Steering Committee developed such project components as the Least Restrictive Environment Plan, design recommendations for new and remodelled facilities, and the vocational and transitional curricula. The Individualized Transition Plan (ITP) helped students transition from an isolated site, to a high school campus, and ultimately to adult life in a receptive community. Separate sections provide background information including the history and demographics of the area and the demographics of the East County schools. An additional presentation describes the project philosophy, desired outcomes of the community-classroom model of instruction, available support systems for reaching desired outcomes, and special support systems. Also included are project information pieces, rating sheets for student competencies at three levels, an outline of the Vocational Transitional Program, and instructions for completing the ITP, a sample ITP form, and a sample class schedule. (DB)

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LIBERTY HIGH SCHOOL TRANSITION PROJECT:

Model Process for Assimilating School, Community, Business, Government and Service Groups of the Least Restrictive Environment for Nondisabled and Disabled

A Presentation

to the

Council for Exceptional Children

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March 28, 1988

EC 210335

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ABSTRACT

The Liberty High School (Brentwood, California) Transition Project believes that the fundamental purposes of special education are the same as those of regular education: The optimal development of the individual as a skillful, free and purposeful person, able to plan and manage his own life and to reach his highest potential as an individual and as a member of society. From the outset, this project was designed with this in mind.

GOAL:

The goal of the Liberty High School Transition Project is to prepare severely disabled individuals, ages 12-22, to function in the least restrictive environment as independently and productively as possible in a wide variety of nonschool and post-school/community settings that contain nondisabled persons. This requires that special education programs provide maximal involvement and experiences in the widest possible variety of domestic, recreation/leisure, vocational and general community environments that contain both disabled and nondisabled persons.

HISTORY AND PROCESS OF THE PROJECT:

Many educators have found that if disabled children and youth do not grow up interacting with a wide variety of disabled and nondisabled peers and adults, they will be different from persons who do, and the chances are great that the differences will cause deficits in adulthood. To assure that these needs were addressed,

the community of Brentwood, the trustees of Liberty Union High School District, the Contra Costa County (California) Office of Education, the Special Education Local Plan Area, the parents and students of the old King Vocational School, the Liberty High School Parents Advisory Council, Pittsburg and Antioch School Districts, the California State Department of Education, local and civic and service organizations, the Brentwood City Council, area businesses, area farmers, the California State Department of Rehabilitation, and area religious organizations participated in the planning of this project.

This level of support did not happen overnight, but from the above ranks a Transition Steering Committee was formed in November of 1984.

Over the next two years the Transition Steering Committee provided the leadership for developing the major protect components. These components included the development of a Least Restrictive Environment Plan. The committee also made recommendations to the architect who was contracted to design state of the art new buildings and to reconstruct old facilities to meet the needs of the project. In addition, the Department of Rehabilitation, the County Regional Occupational Program, and Project WorkAbility staffs assisted the committee in planning vocational and transitional curricula.

The end result of this presentation will show how approximately 75 severely handicapped secondary age youth were transitioned from an isolated site, to a high school campus, to a receptive community, and ultimately to adult life via a unique Individualized Transition Plan (ITP).

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HISTORY AND DEMOGRAPHICS OF AREA

In the Fall of 1983, the East County Superintendents of Contra Costa, their District Directors of Special Education, and the Contra Costa County Office of Education met to discuss some planning strategies regarding Special Education services in East County. The discussion dealt with present issues but, more importantly, a focus was placed on future programmatic needs. This discussion was based on the results of the 1980 census and demographic projections for the next decade.

According to this information, in East County 2,000 of the 13,000 families are living at or below the poverty level, and unemployment is high -- a steady 15% in the city of Pittsburg and 20% or more in the farming communities of Brentwood, Oakley, Knightsen, and Byron which comprise the Liberty High School attendance area. East County is characterized by a large Black population, about 20% in Pittsburg and over 50% in certain over-populated areas of the city, and a significant Latino group ranging from 10% to 25% in the eastern part of the area. This number raises dramatically during the harvest season in this agricultural community. Further, Antioch and Brentwood/Oakley areas experience a population growth of 40% between 1960 and 1975, and it is projected that between 1975 and 1990 it will increase over 50%. While the eastern area continued to grow at a 11% pace between 1975 and 1980, Brentwood outstripped its neighbors with a 23% population growth.

Between 1980-1990, it is projected that the population of Brentwood, Byron, and Oakley will grow an additional 25% to 50%. In addition, the communities of Antioch and Pittsburg are projected to grow approximately 25% in that same period.

What can be inferred by these figures is that this is an area of rapid population change, with a steadily increasing split between the old residents (largely minorities) and the newer, relatively younger and more affluent group of two-income families. The longer term residents are those who are experiencing life in a lower-income bracket in an unstable economy, in an atmosphere of tension among Blacks and Latinos, with a few accessible services or recreational outlets.

In the Pittsburg/Antioch area surrounding the core city, shopping centers, auto agencies, branch banks, fast-food outlets and other businesses have expanded to keep pace with the population influx. The industrial workers with jobs in the plants along the Carquinez Strait have been joined by commuters who "go over the hill" to the city by day and return to this new suburbia by night. Thus, Pittsburg and Antioch, with a core of old housing and minority populations, are now being inundated with new activity by new people with little sense of the rich history of the area, who remain separated from their new neighbors by background and custom. The strains among the old and new residents which result from this dichotomy is cause for concern among community leaders.

DEMOGRAPHICS OF THE EAST COUNTY SCHOOLS

The Pittsburg School District is comprised of six elementary schools, two intermediate schools, and one senior high school, with a total enrollment of 7,205. The high school has 1,651 students with the junior high school having 1,432 students. The remaining 3,920 students are enrolled in the elementary schools.

In 1980, more than one-half of the student body (60.2%) was considered minority from low-income families. Today, 31% is considered minority. The community of Pittsburg still has the largest number of persons on Welfare (36+%), one of the highest unemployment rates (17%) and one of highest minority populations (38.7%) in the County. Currently, Pittsburg has 763 students in special day classes in the district and 129 severely handicapped students in programs run by County Office of Education.

In Antioch, the school district is made up of eight elementary schools, two junior high schools and one senior high school, with a total enrollment of 10,448. The high school has 2,241 students. The elementary schools have 5,963 students and the junior high school has 2,244 students. The total number of students receiving special education services is 1,263 or 12.2% of the total school population and this percentage is expected to increase each year for at least the next five years. Currently, Antioch has 89 severely handicapped students enrolled in County Office of Education programs. According to County figures, Antioch's population is expected to double in the next ten years.

Liberty Union High School is a rural high school of 1,352 students located in Brentwood, California. The school is a comprehensive 9-12 graded school. It encompasses an area of 250 square miles serving the areas of Byron, Oakley, Brentwood, Knightsen, Bethel Island and Discovery Bay.

There are four(4) feeder elementary schools located in Byron, Brentwood, Knightsen and Oakley. Each school has its own separate board of trustees and administration.

Byron currently has a total of 421 students, Brentwood 1,491 students, Knightsen 227 and Oakley 1,702 students.

Liberty high School currently has about a 28% Hispanic student population, with about a 14% to 18% AFDC count and a large lower socio-economic group. During the last accreditation study, about 15% to 20% of the people in the area were unemployed, and this number is no doubt larger at this time. The total number of special education students at Liberty High School is 123. The number of special education students in the Liberty High attendance area is as follows:

Brentwood	265
Byron	52
Knightsen	39
Oakley	171

Of this number, 60 are identified as attending County programs and as being severely handicapped.

The Liberty High School Assimilation Project currently has a total of 58 students attending.

Student Breakdown by District of those Attending Liberty

Liberty	15
Mt. Diablo	2
Pittsburg	20
Acalanes	1
Antioch	15
Martinez	3
John Swett	2

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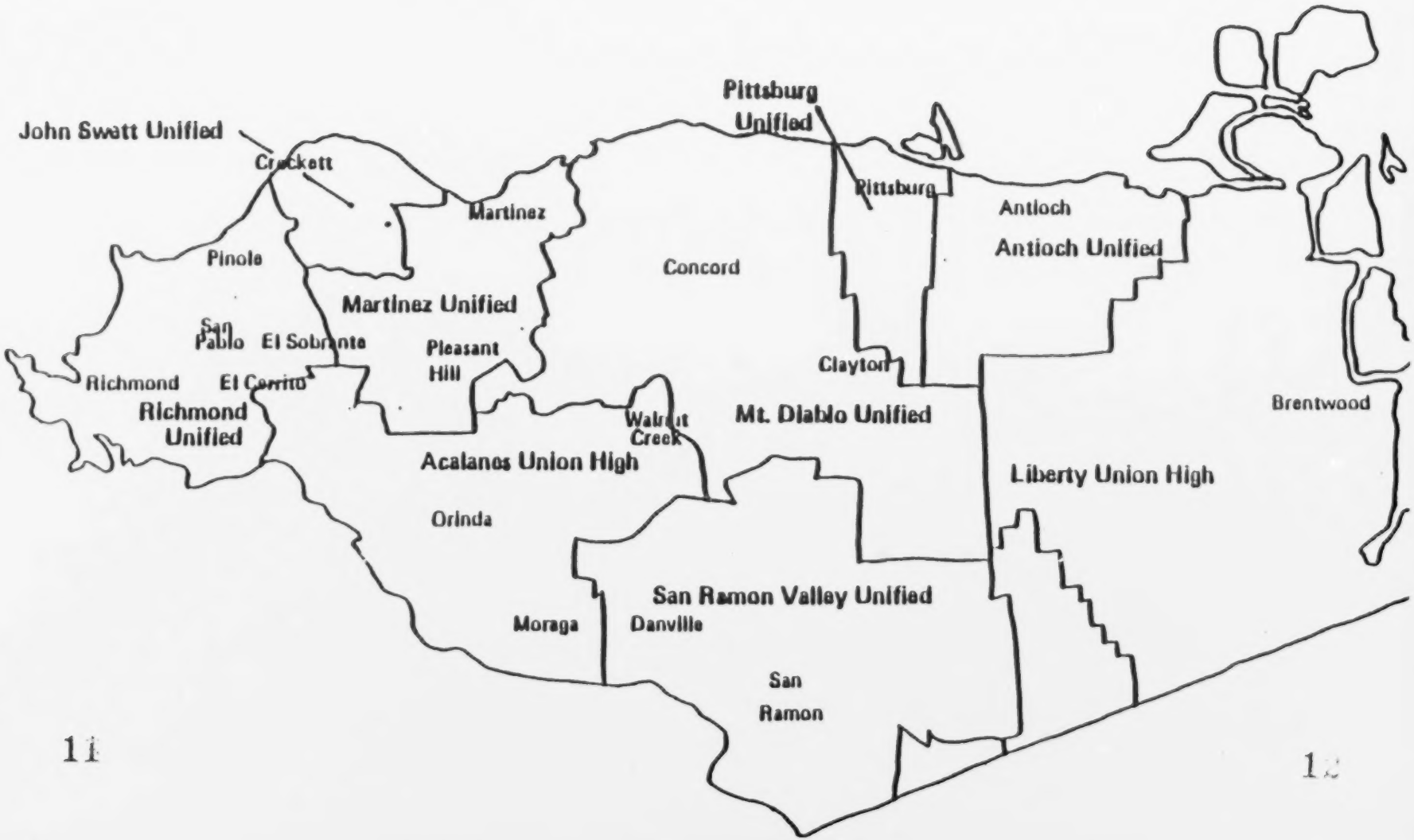
ool districts serving high school students



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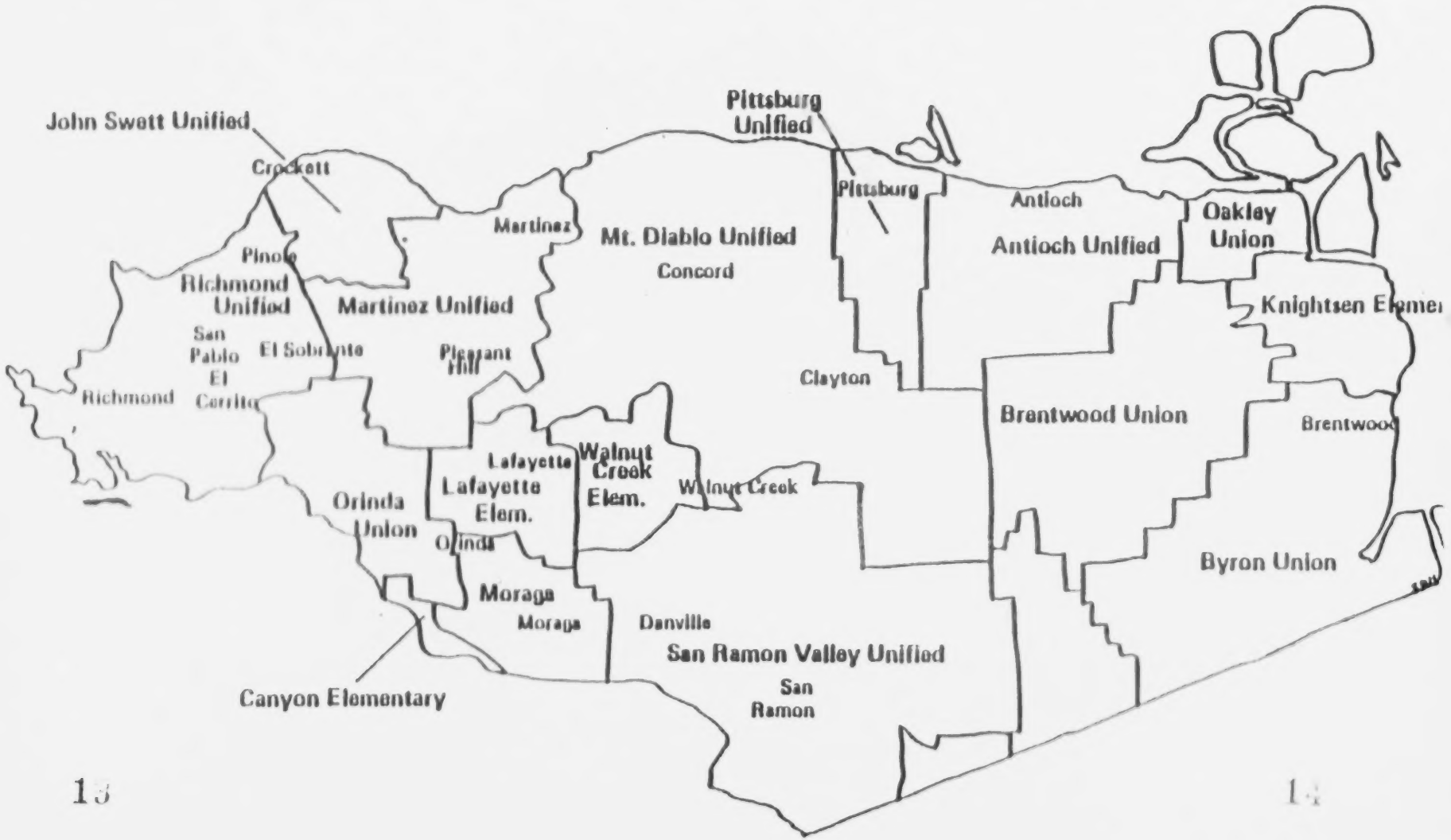
l districts serving elementary and intermediate students



LIBERTY HIGH SCHOOL ASSIMILATION PROJECT

"MEETING THE CHALLENGES OF EXCELLENCE"

Some Historical Perspectives

The past decades have brought a more diverse population of youth into our schools, as well as a greater acceptance of that diversity. We now educate children with the broadest possible range of ability and wide variation in experience. While the dream of universal education for America's youth is now almost a reality, we should all be concerned about the continual tendency to focus assessments of excellence or quality of education on normative measures within the school. For example, a severely retarded youth may not have passed a system-wide competency test, but in terms of his own ability and curriculum may have been an excellent learner and, as a result, be a functioning member of his community. A gifted youth may have entered school with many skills, passed a system-wide competency test and be a celebrated student, but in terms of his own ability and curriculum may have learned very little in school. If our state is to pursue excellence in education, it must assure the development of the abilities of all students, and base educational accountability on the cumulative educational progress of individuals, rather than simply advancing the norm.

California has assumed the unique and awesome responsibility of developing an educational system which delivers to all its children an education rooted in excellence which will prepare them for their future. These three charges: excellence, education for all, and a future orientation shape the requisites upon which our educational system is grounded. The framework of our educational system has been further structured to accommodate the vast diversity of the California population.

Students enter our schools with significant socio-economic differences and with cultural, ethnic, and sex differences. They come from a multitude of national origins, religious backgrounds, and with a variety of experiences which prepare them for learning. As learners, their diversity is compounded by differing learning styles, variable rates of learning, by what information has been previously acquired, and by their relative independence. Students also differ in their directionality, that is, in their unique learning and life goals. While each of these factors is a major contributor to the total makeup of our schools' population, we may postulate that, particularly, the ability to learn, the mode of learning, the experiences the learner brings to learning, and the directionality of the learning in terms of differing aspirational directions will result in diversity of achievement, diversity in rate of learning and diversity in purpose for each learner.

The task then becomes a complex one, for our educational system must meet the varying needs and aspirations in an equitable manner. The principle of equity in educational opportunity is not only a basic American value, but one which has been enlarged and enforced through a long history of legislative and litigatious action. As we examine the broad range of demands upon the system, it is clear that a program designed to be appropriate for one set of needs will be inappropriate, and hence inequitable for another. Each student combines, at a minimum, all of the factors referenced above into a unique entity. Therefore, in order to be equitable, each student's program must be individually determined, planned and implemented. Learning is, both in terms of input and outcome, an individual experience, and to satisfy the requirements of uniqueness, a program must be designed and evaluated which is specific to each set of

The challenge then becomes to find ways in which we can view excellence within the parameters of diversity of population and future orientation. A system of education which acknowledges the individuality of learning must also recognize the individuality of the learner and reward and celebrate all learning that is achieved. Such a view, thus, requires us to study the manner in which schools formulate individualized plans for learning and the degree to which such learning is accomplished. Excellence then becomes individually defined through a common process of assessment, planning and evaluation. Such a definition would permit strict accountability while recognizing the diversity of learners, which is our greatest strength, and developing the future orientation we so urgently need.

The most fundamental tenet of special education is to develop to the maximum degree possible the abilities of each student in the least restrictive environment possible. This tenet should also be a fundamental goal of all education. Our schools must develop the talents of all our students, and accountability systems must evaluate how effectively each student's talents have been developed. Individual needs must be tempered by societal needs, and greater attention must be devoted to curricula that reflect the future requirements of our society. California requires the well-developed talents of all its citizens. Thus, we need scientists, poets, doctors, engineers, teachers, auto mechnics, executives, janitors, fast-food service personnel, and assembly-line operators, to name but a few. We also need to develop the personal and social skills of our people so that they can function as independently as possible and as good citizens.

Today, even the most severely handicapped child has at least the opportunity to obtain a free, appropriate public education. Over the past several decades, we have expanded the age ranges of children and youth served in special education, expanded the range of services, and provided for greater parental involvement in education. These were major advances in education, and ones in which we should rightfully take pride. Similarly, advances have taken place in desegregation, bilingual education, and other areas. While these gains do not in themselves address what students learn, or even assure the quality of learning, they are essential to achieving excellence. For quality education is meaningless if you have no access to it, or if it is delivered in a manner which violates the fundamental tenets of our society.

Efforts to improve education should first of all recognize and celebrate the gains that have already been made in improving and expanding educational opportunity and should be committed to maintaining and improving upon these gains.

We should applaud efforts to improve curricula and methods to assess the acquisition of required skills and knowledge. We should work together so that the goals and objectives of education are clear, and so that educators and their families have varying levels of accountability for their attainment. However, we should strongly oppose singular standards to measure achievement. The abilities of our students vary greatly, and curricula and assessment must relate to such variability. For example, a severely retarded youth may have been an excellent learner and achieved all that could be expected in terms of his or her own ability and individual curriculum, may be prepared to be a functioning member of the community but may not be

unable to pass a competency test or meet singular standards for graduation. On the other hand, a gifted youth may enter school with many skills, go through school learning very little in terms of his or her ability or curricular needs, and still be able to pass a competency test and meet the standards for graduation. The first student represents the educational excellence we all strive for, yet, because of a single standard of excellence, is judged a failure and relegated to second-class educational status. The second student represents the educational failure we should prevent but, based on a singular standard, we deem his or her education to be one of excellence and thus confer the trappings of competence and graduation. To many, such a system of singular criteria for curricula and assessment that determines competence, graduation, or program evaluation is immoral, poor educational practice, a violation of student and societal needs, and contrary to the fundamental tenets or our society.

Efforts to improve curricula and methods to assess the acquisition of required skills and knowledge must reflect the diversity of the educational needs of all students. Further, measures of achievement and competency must reflect individually determined curricula which the student has been given reasonable opportunity to master. Graduation, including a diploma, should be granted to all students who satisfactorily complete their individually determined curricula.

The Liberty High School Assimilation Project believes that the fundamental purposes of special education are the same as those of regular education: The optimal development of the individual as a skillful, free, and purposeful person, able to plan and manage his own life and to reach his highest potential as an individual and as a member of society. From the outset, this Project was designed with this in mind.

DESCRIPTION OF PROJECT

GOAL:

Prepare severely disabled individuals to function in the Least Restrictive Environment as independently and productively as possible in a wide variety of non-school and post-school/community settings that contain nondisabled persons. This requires that special education programs must provide maximal involvement and experiences in the widest possible variety of domestic, recreation/leisure, vocational and general community environments that contain both disabled and nondisabled persons.

Many educators have found that if disabled children and youth do not grow up interacting with a wide variety of disabled and nondisabled peers and adults, they will be different from persons who do, and the changes are great that the differences will cause deficits that will restrict their lives in adulthood. To assure that these needs are addressed, the community of Brentwood, the trustees of Liberty Union High School District, the staff and students of Liberty High School, the Contra Costa County Office of Education, the Special Education Local Plan Area, the parents and students of King Vocational School, the Liberty High School Parents Advisory Council, Pittsburg and Antioch Unified School Districts, the State Department of Education, all local civic and service clubs, the

City Council, local businessess, farmers, the State Department of Rehabilitation, and the local churches--all have participated in the planning of this Project and have given it their full support.

This level of support did not happen overnight, but was planned by a Transition Steering Committee that was formed in November of 1984. The Committee had representatives from the local community, parents,students--both disabled and nondisabled--and faculty, who provided the leadership for developing the major program components. These included developing a Least Restrictive Environment Plan that would have as its end result a total integration model that merged disabled and nondisabled students. The committee also made recommendations to the architect to assure that the physical design and placement of the new buildings and reconstruction of existing building would adapt to the current environment and meet programmatic needs so that the facility could be used by all students. In addition, the State Department of Rehabilitation, the Contra Costa County Regional Occupational Program, and Project Workability staff are assisting the Committee in planning vocational curricula and classes that would provide training in job-related skills for employment opportunities in East Contra Costa County. The facility is planned to be part of the Regional Occupational Program and Liberty High School Adult Education, and as such would allow all East County an opportunity to acquire job training skills or job retraining skills through late afternoon, evening, and weekend courses.

The Committee also planned strategies and activities for staff, parents, students, and community members that would enhance positive attitudes, acceptance of good social relationships and learning experiences for all involved. By the Fall of 1986, all the Liberty High School faculty, maintenance, and support personnel as well as a representative group of students had visited the King campus. Likewise, all the King staff and students had visited Liberty. Also in the Fall of 1986, the King students entered Liberty High School as new students. The students and their parents went through orientation week, received student body cards, student schedules and became totally integrated with their nondisabled peers.

The integration of the King students is not only a physical change for the students but, for this first semester, the primary focus is on social integration of these severely disabled students with the nondisabled students and staff.

In the past, students at the King site have always been in an isolated site.

The Liberty Project:

- Provides a full educational continuum from school to work.

- Keeps students within a 20-mile radius.

  (Currently, students are bussed over 40 miles one way to receive vocational and Regional Occupational Program Training.)

- This is a planned vocational education facility.

- It will serve all students at Liberty High School.

- It will serve students attending Liberty Adult School.

- It will serve students attending Regional Occupational Programs.

- It will serve clients being trained/retrained by the State Department of Rehabilitation.

- Cooperative effort with all East County School Districts.

Funding:

- County Office of Education qualifies for Leroy Greene monies. Currently East County districts do not.

- Project provides funding from school reconstruction monies.

December 1, 1986

Diane Kirkham
California State Department
of Education
721 Capitol Mall
Sacramento, California

Dear Ms. Kirkham:

I am writing this letter in support of the Liberty High School Transition Project. For the past three years the Transition Committee has been working with the Faculty, students, parents and community here in Brentwood to assist us in providing a True Least Restrictive Environment for all our students. We have planned this project with the cooperation of all our neighboring school districts and are excited about the potential it offers in meeting the educational, social and emotional needs of all the students involved.

It provides a rare opportunity for the community of Brentwood to be part of such a unique educational environment - an environment that stresses vocational and work related training opportunities for those secondary students that need such an emphasis. It also, as project workability, has shown us that disabled students given the proper training and support skills can gain and keep purposeful and meaningful employment and become independent taxpaying citizens.

I can not emphasis enough the united need for such a program in East County. We are a rapid growing area and an opportunity like this will never exist again.

- A high school being eligible for this amount of reconstruction monies.

- A County office of education who is willing to use their priority points from Leroy Greene monies to assist us in providing a True Least Restriction Environment for our secondary students.

- Our neighboring school districts all agreeing to assist support and participate in this project.

- I believe it provides a model to the State on a least restrictive sceondary model and what neighboring cities and schools districts are capable of doing through a joint effort.

Sincerely,

Catherine F. Palmer
Mayor

CFP:vrg

cc: Governor George Deukmejian
Senator Dan Boatwright
Assemblyman Robert Campbell
Assemblyman Phil Isenberg
Superintendent of Education William Honig
Assemblyman William Baker
Superintendent Phil White, Liberty Union High School

PREPARED BY: Michael C. Hancock, Ed.D.
Contra Costa County Office of
Education - Program Administrator
January 1988

TEXT of the Liberty High/Contra Costa County
TRANSITION PROGRAM Presentation

I. INTRODUCTION

Jill Alexander, not her real name, was grocery shopping with her 17-year-old daughter, Jane, a few weeks ago. Jill reached for a carton of yogurt and dropped it into her cart. Jane, who is retarded, gave her mother a stern look, and said, "You shouldn't buy that yogurt!"
Jill curtly asked "WHY".
"Beacause it's out of date," JANE emphatically stated.

Jane had learned to read expiration dates on dairy-product containers through her FUNCTIONAL LIVING SKILLS class at the Liberty High School/Contra Costa County Transition Program. "My retarded daughter is smarter than I am," Mrs. Alexander said, laughing as she recalled the surprising incident.

Jane is just one of approximately 85 severely handicapped SECONDARY AGE students enrolled in the Liberty High/Contra Costa County Transition Program.

Jane, also, is one of these severely handicapped students who is enrolled in one of the regular classes on the Liberty High campus. Jane, like others in the TRANSITION PROGRAM, also holds down a wage-earning job.

"We need to make use of retarded people. We have to train them to work and socialize and learn along with the non-retarded," Mrs. Alexander said. "It's true, they're never going to be presidents of banks or anything; but there's always going to be a job for someone with the will and the opportunity. Besides, Jane and others like her have every right to all the rights of normal people," Mrs. Alexander proclaimed.

II. PHILOSOPHY

At the Liberty High/Contra Costa County Transition Program the regular educators, the special educators, and the area civic and business leaders have opened their skills, their resources and their hearts to the program to provide a model, which we feel is a model for all communities.

Liberty Union High School is located in the small, rural town of Brentwood, California. At a recent mandatory social gathering which I attended, I overheard a prominent local entrepreneur saying to the principal of the high school, Mr. Jack Ferrill: "It's so nice to see your kids out in the community. All special kids should be taught in the community - where they will live and work. Rather than teach those kids exclusively in the classroom, TEACH them in the community. I've seen them in the stores downtown WITH their teachers, showing them how to SHOP and pay for things and make change....THAT'S GOT TO BE BETTER THAN DOING IT IN A HYPOTHETICAL SITUATION IN A CLASSROOM."

Certainly, because of the tremendously favorable responses of the community and the awarenesses that people like Mrs. Alexander and the local entrepreneur have, the TRANSITION PROGRAM's job of reaching its goals is much easier.

The Liberty High/Contra Costa County TRANSITION PROGRAM owes much of its success to other model programs, namely the WHITTER (CALIF.) AREA COOPERATIVE SPECIAL EDUCATION PROGRAM and the Sonoma (Calif.) COUNTY OFFICE OF EDUCATION TRANSITION PROGRAM.

The Liberty High/Contra Costa County Transition Program is "committed to the belief that each person, regardless of physical, mental and/or emotional limitations, earning power, productivity is born with the same immeasurable worth, and therefore, the same rights. In many school programs for students with severe handicaps, a philosophy persists that persons with disabilities are somewhat less than human beings, having one set of expectations for "normal" people and ANOTHER for those who are disabled. For example, it is often acceptable for adolescent students with severe handicaps to sit in a classroom singing "THE WHEELS ON THE BUS", while THAT would be totally unacceptable BY AND/OR FOR any "normal" or nonhandicapped adolescents.

Individuals with handicaps should be encouraged to have goals, to experience the liberating effect of life goals. Personal goals for individuals with severe handicaps should not be any more limited than those of nonhandicapped individuals of the same age. Examples of such

goals that are often ascribed to by nonhandicapped individuals are to:

1. Feel good about oneself
2. Move toward greater independence
3. Be appreciated
4. Be productive
5. EXPLORE THAT WHICH IS UNKNOWN
6. SEEK OUT AND IDENTIFY with a community of friends
7. SECURE ENJOYMENT IN DAILY ACTIVITIES
8. BE A VALUED MEMBER OF THE COMMUNITY
9. EXPERIENCE VARIETY IN DAILY routines
10. HAVE AN impact on others

Our TRANSITION PROGRAM BELIEVES everyone HAS THE RIGHT TO HAVE SUCH goals, including individuals with severe handicaps. Goals should exist at a level that respects their capacity growth and integrity.

In emphasizing the immeasurable value and quality of each individual, we are, in effect, seeking change through acceptance. Acceptance implies not only support and care, but belief that growth is inevitable and natural. The Liberty High School/CONTRA COSTA COUNTY TRANSITION PROGRAM seeks to offer and facilitate an attitude, blending of accepting and valuing that is, FOR EXAMPLE, A CARING THAT EXISTS regardless of "improvement", AND, AT THE SAME TIME encouraging growth. For example, a belief that everyone has inherent potential. It is necessary to

provide an atmosphere and environment with maximal interaction with non-handicapped peers to stimulate this growth in the school. HOME, AND COMMUNITY. FOR THIS REASON, THE LIBERTY HIGH SCHOOL/CONTRA COSTA COUNTY TRANSITION PROGRAM HAS ADOPTED A COMMUNITY-CLASSROOM MODEL OF INSTRUCTION EMPHASIZING community integration. Through the LIBERTY HIGH SCHOOL/CONTRA COSTA COUNTY TRANSITION PROGRAM, individuals WITH SEVERE handicaps are provided an equal opportunity to expression, both cognitively and physically, through skill development in natural environments.

III. OUTCOMES OF A COMMUNITY-CLASSROOM MODEL OF INSTRUCTION

Our community-classroom TRANSITION PROGRAM has several expected outcomes. These outcomes are based on research and surveys of parents of handicapped and non-handicapped students, educators - special and regular, and business and citizens of the Liberty High communities.

These outcomes shape the curricular domains of our TRANSITION PROGRAM which is only a year and a half old.

OUTCOME #ONE: SKILL DEVELOPMENT AND INTEGRATION INTO THE COMMUNITY:

We believe, and practice the belief, that if functional/ critical skills development is to occur, it is imperative that sufficient opportunities for practice in "real life" situations, where all variables cannot be controlled, be provided. The probability of a student with severe handicaps performing a skill in a setting different from where it was originally learned is highly unlikely without sufficient practice. Self initiation of skills is also hindered by limiting teaching to the classroom where there is a minimal array of stimuli and the teacher must create artificial prompts.

OUTCOME #TWO: PARENT HOPE

A community-classroom model demonstrates to parents that their sons/daughters have the capacity for acquiring the skills to enable integration into the community at large and the high school community as well. In our transition program, parents are offered a validation that their own family, family routines, neighborhood, SCHOOL, and community routines are important by virtue of teaching their sons/daughters the skills necessary to become as independent as possible.

Our parents participate in curriculum planning and implementation, including the development of the IEP and the ITP, the individualized TRANSITION PLAN.

OUTCOME #THREE: ELEVATED STAFF EXPECTATIONS AND INTEREST

Historically, "burn out" has been a problem faced by the instructional staff of students with severe handicaps since little or no progress usually has been observed in their students. Our curriculum orientation not only results in our students acquiring functional/critical skills, but our staff clearly is motivated and challenged to continue providing instruction due to the student's skill acquisition.

Clearly, the Liberty High/Contra Costa COUNTY TRANSITION PROGRAM IS A POPULAR PLACE TO WORK, AS EVIDENCED BY THE RECENT NUMBER OF TRANSFER INQUIRIES BY STAFF FROM OTHER COUNTY PROGRAMS.

OUTCOME #FOUR: APPROPRIATE ROLE MODELS

The Liberty High School campus and the communities certainly provide more highly skilled and nonhandicapped models for our severely handicapped students. This modeling is critical if severely handicapped individuals are to develop more sophisticated behaviors. This practice is congruent with research data that demonstrates that both students with severe handicaps and their nonhandicapped peers benefit, learn, and develop relationships and friendships as a result of such opportunities.

OUTCOME #FIVE: DEMONSTRATION OF COMPETENCE

Many of our students are demonstrating daily their abilities and competencies in our community. Many of our students are participating in EXPLORATORY WORK EXPERIENCES in such places as McDonalds, Rich's Cafe, the Dainty Pre-school Center, Halsey's Feed and Pet Store, a local catholic church, a local methodist church, and the local "town hall".

A recent interview by me of these EXPLORATORY WORK EXPERIENCE site owners or managers revealed, overwhelmingly, that tremendous progress in competence by our students and acceptance by the public of our students is clearly evident.

OUTCOME #SIX: INTEGRATION INTO THE COMMUNITY

The pleasure of sitting in a park, bowling with one's family, going to a roller rink, eating pizza in a local restaurant or going to a movie theatre cannot be appreciated until one has participated in these activities.

Our TRANSITION PROGRAM provides weekly, for all and daily for most, opportunities to gain awareness of the reinforcing aspects of community living and facilities. We are committed TO LONGITUDINAL, SYSTEMATIC, AND FREQUENT INSTRUCTION IN A VARIETY OF ENVIRONMENTS.

IV. SUPPORT SYSTEMS FOR REACHING OUR ANTICIPATED OUTCOMES:

In order for us to achieve these outcomes, we firmly believe that we must continue to recognize and capitalize upon the many support systems that are available to us. Some of these support systems have already been mentioned today; however, they and others are worth repeating:

1. A community that is willing to ALLOW teaching to be conducted in NATURAL ENVIRONMENTS. Liberty High School and the communities in and around Liberty High is such a community.
2. A responsive and receptive staff, including teachers, administrators, clerical, and custodial, of a regular high school, such as the one that exists at Liberty High.
3. A special education staff that is well trained and yearns for more training; a staff that is involved in every aspect of the program planning and decision making.
4. A clerical and custodial team that understands and takes ownership in the goals of the program.
5. An administration, from the school board down to the superintendent, down to the site administrator, that supports the PROGRAM'S philosophy and intent. In the case of the LIBERTY HIGH/CONTRA COSTA COUNTY TRANSITION PROGRAM, we are blessed with tremendous administrative support not only from the County Office of Education, but from the Liberty High School District and all of the other districts that participate in our program.

These support systems are critical and these support systems clearly understand that the Liberty High/Contra Costa County Transition Program is a program that addresses, head-on, the following:

1. Teaching is conducted in natural environments.
2. Teaching occurs within natural time and activity sequences.
3. Development of curriculum must emphasize and include parental and student preferences.
4. In the development and implementation of curriculum, provisions are made for students to perform and practice skills.
5. Teaching in natural environments must be systematic and frequent with a resonable number of students.
6. Our curriculum is fast becoming COMPREHENSIVE, covering all the domains that lead to a successful transition from school to adult life.
7. And, NONHANDICAPPED PEERS must be present as much as possible when teaching. Nonhandicapped peers can be models, teachers, and learners within the teaching environments. NONHANDICAPPED students can participate in cummunity training not only as models, but also can benefit from such activity. IN ADDITION, regular public school environments can be viewed as community environments, and should be used to foster interaction between the students with severe handicaps and their nonhandicapped peers. Claudia sited a number of examples of this interaction earlier.

V. SPECIAL SUPPORT SYSTEMS

In addition to the support systems that I have just mentioned, we feel especially blessed to have the luxury of two outstanding internal auxiliary support systems.

While these two systems are not intended exclusively for our program, I'm sure it is fair to say that much of their strength was gained by the services that were successfully piloted through the Liberty High/Contra Costa County Transition Program. The first of these special support systems in the VOCATIONAL TRANSITION PROGRAM.

A. VOCATIONAL TRANSITION PROGRAM:

In your packet you will find two documents that we think will be of interest to you. These two documents are identified as "VOCATIONAL TRANSITION PROGRAM DELIVERY OF SERVICES" and "INSTRUCTIONS FOR COMPLETING THE IEP". Since time here today does not permit me to elaborate on these documents, let me just say that the documents serve as the basis for the Vocational Transition Program.

The Vocational Transition Program employs a full time certificated Vocational Transition Specialist. The services rendered by this specialist are designated vocational transition services through the Contra Costa County Office of Education.

The goal of the Vocational Transition Program is to implement and evaluate a model program that demonstrates innovative approaches to facilitating the transition from school to adult life for persons with disabilities. Again, research and local surveys indicate a critical national and local need for providing this population with job placement, independent living skills, continuing education, and community recreation. Furthermore, the Vocational Transition Program provides a large group of educators, administrators, and parents with answers to the serious problem of assisting persons with disabilities in their transition from school to adult life. And, the program is based on practical experience and legislation.

Specific to the Liberty High/Contra Costa County Transition program, the Vocational Transition specialist serves all students in one way or the other. The most visible way of recognizing this service is the coordination of the development of the ITP - the Individualized Transition Plan.

An equally observable service of the specialist is the monitoring of the implementation of the ITP.

The development and the implementation of the ITP involves close working relations with teachers, other educators, parents, the students, and perhaps, more importantly, with non-school personnel and agencies such

as the Regional Center, the Dept. of Rehabilitation, the Exceptional Children's Foundation, PARKS AND RECREATION DEPARTMENTS, SOCIAL SECURITY, PUBLIC TRANSPORTATION, YMCA, AND OTHER PRIVATE OR PUBLIC SERVICE AGENCIES.

Clearly, the Vocational Transition Program is a vital support system in shaping the curricular domains of the Liberty High/Contra Costa County Transition Program. The ITP domains are congruent with the Liberty High/CCC TRANSITION PROGRAM DOMAINS. These domains include:

WORK OPTIONS

WORK TRAINING

INCOME RELATED ISSUES

REQUIREMENTS FOR SERVICES

RESIDENTIAL OPTIONS

RECREATIONAL OPTIONS

SOCIAL RELATIONSHIPS

and

INDEPENDENT TRAINING

Each of these domains is briefly described in the handout entitled "INSTRUCTIONS FOR COMPLETING THE ITP".

The Liberty High/CCC Transition Program and the Vocational Transition Program recognize the importance of all agencies and personnel working

together in an effective and efficient cooperative manner to ensure the most successful programs for each individual. To assist in the ensuring of this concept, a powerful Transition Advisory Committee meets regularly to review the Transition Program. THE COMMITTEE IS MADE UP OF EDUCATORS, PARENTS, EMPLOYERS, NON-SCHOOL PERSONNEL AND AGENCIES.

THE TRANSITION ADVISORY COMMITTEE, ALSO, MONITORS THE ROLES AND RESPONSIBILITIES OF INDIVIDUALS AND AGENCIES INVOLVED IN THE DEVELOPMENT AND IMPLEMENTATION OF THE ITP, AND ASSISTS IN REDEFINING ON AN-ONGOING-BASIS THESE ROLES AND RESPONSIBILITIES.

B. The second special support system is PROJECT WORKABILITY. Also, in your packet you will find a document entitled "PROJECT WORKABILITY" and another one call "PERFORMANCE RATING - EXPLORATORY WORK EXPERIENCE EDUCATION". These two documents are valuable in understanding the significance and impact of PROJECT WORKABILITY.

THE OTHER DOCUMENT IS MORE SPECIFIC TO THE LIBERTY HIGH/CCC TRANSITION PROGRAM. THIS DOCUMENT IDENTIFIES SPECIFIC competencies for students at certain levels of transition.

In conjunction with the Liberty High/CCC Transition Program staff, the Vocational Transition Program, the Transition Advisory Committee,

and Project WorkAbility has the responsibility of monitoring the use and validity of this document.

PROJECT WORKABILITY is an award winning project that, among other distinctions, was named the "OUTSTANDING SERVICE PROVIDER" in the State of California by the State of California Department of Rehabilitation last year. This award was in competition with over 1500 other eligible service providers.

Project WorkAbility does many things for many handicapped and disadvantaged people in Contra Costa County; however, especially for the Liberty High/CCC Transition Program. Project WorkAbility assists in the shaping of the curricular domains by serving on the advisory committee, by providing consultation services to the instructional staff and to the Vocational Transition Specialist, by developing EXPLORATORY WORK EXPERIENCE SITES, SITUATIONAL ASSESSMENT SITES, COMMUNITY TRAINING SITES, JOB DEVELOPMENT AND PLACEMENT FOR THESE STUDENTS AND COUNSELING, AMONG OTHERS.

PROJECT WORKABILITY IS A PROGRAM THAT IS FUNDED through a special grant with the State of California Department of Education state funds, the Department of Rehabilitation, and the CONTRA COSTA COUNTY OFFICE OF EDUCATION.

CONTRA COSTA COUNTY
OFFICE of EDUCATION

Ronald L. Stewart, Ed.D., Superintendent
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LIBERTY HIGH SCHOOL/CONTRA COSTA COUNTY

TRANSITION PROGRAM

The Liberty High School/Contra Costa County Transition Program, of the Contra Costa County Office of Education, Special Education division, has recently expanded its scope from vocational training in a classroom to actually placing students with severe handicaps on real work sites in the communities in and around the Liberty High School. The program has the students work approximately two hours per day, at least two days a week. The program's goal is to provide high school students who are severely handicapped the opportunity, through assimilation with non-handicapped students on the Liberty High campus and non-handicapped citizens of the community, to participate in different work environments in order to build general work skills and to increase their awareness of the various types of job possibilities in the community. These experiences allow the students to make informed decisions when examining career and adult-life options.

To aide in the preparation of community readiness, the students participate in a rich course of instruction that includes TRANSITION WORK SKILLS, EXPLORATORY WORK EXPERIENCE in foods, building maintenance, gardening, FUNCTIONAL TRANSITION SKILLS (academics), INDEPENDENT LIVING SKILLS, HEALTH, LEADERSHIP, PHYSICAL EDUCATION, LEISURE/RECREATION SKILLS, COMMUNITY AWARENESS, MOBILITY TRAINING, SEWING, HOUSEKEEPING, and METAL and WOOD SHOP.

The program was established to enable the students to transfer their general behaviors and work skills to the various training sites and community environs with which they may become involved during the year. The students rotate during the course of the school year to at least four different on-campus or off-campus training sites.

The TRANSITION PROGRAM staff work closely with the students, parents, district personnel, service agencies, and support staff to develop the IEP/ITP (Individualized Transition Plan). The focus of the IEP/ITP is on transitioning the student from school to adult life with a major emphasis on employment and independent living.

Students participating in EXPLORATORY WORK EXPERIENCES are supervised by the TRANSITION PROGRAM staff. The progress of the students is recorded daily and verbal feedback is given to students daily. Intervention is faded as the students acquire more independent skills. The staff reinforce in a "normal" style positive performance and work with the students on developing appropriate work behaviors, attitudes, and skills.

-OVER-

The following are sample tasks that students are responsible for at existing training sites:

1. CITY PARK
   a. Trash removal
   b. Raking leaves
   c. Weed removal
   d. Staining benches
   e. Clipping bushes

2. COMMUNITY HALL
   a. Sweeping
   b. Dust mopping
   c. Wet mopping
   d. Buffing
   e. Trash removal
   f. Kitchen maintenance
   g. Restroom Maintenance

3. COUNTY OFFICE BUILDING
   a. Sweeping
   b. Trash removal
   c. Weeding
   d. Cultivating
   e. Clipping bushes

4. CHILD CARE CENTER
   a. Sweeping
   b. Weed removal
   c. Cultivating
   d. Trash removal
   e. Window cleaning

5. FAST FOOD RESTAURANT
   a. Clear tables
   b. Clean tables
   c. Sweeping
   d. Mopping
   e. Window cleaning
   f. Trash removal

6. CITY MAINTENANCE YARD
   a. Sweeping
   b. Trash removal
   c. Shoveling dirt
   d. Removing debris from Truck wash area

7. LOCAL FEED AND PET SUPPLY STORE
   a. Sweeping
   b. Trash removal
   c. Window cleaning
   d. Cleaning cages
   e. Sidewalk maintenance

8. AREA RECREATION HALL
   a. Bathroom cleaning
   b. Dust mopping
   c. Sweeping
   d. Trash removal
   e. Wiping walls

9. NEIGHBORHOOD ELEMENTARY SCHOOL
   a. Trash removal from grounds
   b. Weeding along fences
   c. Clearing sand box
   d. Shoveling sand back into sand box
   e. Vacuuming carpets
   f. Cleaning bathrooms

The staff and students of the LIBERTY HIGH SCHOOL/CONTRA COSTA COUNTY TRANSITION PROGRAM expect our work to make a difference in the quality of leadership in the world. To that end, we try to discover what is most important to do, and focus our resources for the greatest, most enduring benefit. In doing this we continually remind ourselves of the inherent worth of all people.

For more Information Contact:

Mike Hancock, Program Administrator
Liberty High/Contra Costa County Transition Program
850 Second Street
Brentwood, CA 94513
(415) 634-0511

PERFORMANCE RATING

EXPLORATORY WORK EXPERIENCE EDUCATION I

(Competencies)

Objectives: Student performs satisfactory work independently in an unpaid (volunteer) position developed by Liberty instructors in the community.

Student interviews with work experience specialist (WorkAbility) for possible job placement after successful completion of unpaid work experience. position.

Student participates in interview with Vocaitonal Transition Specialist and ITP team for post Liberty placement.

5-Superior
4-Above Average
3-Average
2-Needs Improvement
1-Poor
N/A-Not Applicable
AB-Absent

STUDENTS NAME: DATE:

Job Station: Rater:

*****JOB READINESS*****

		Rating	Comments
7.3.1	Identifies own skills		
7.3.2	Identifies own job skill areas of interest		
7.3.3	Identifies skills needed for job area of interest		
7.3.4	Identifies need for additional training		
7.3.5	Makes voluntary effort to acquire additional training		
7.3.6	Identifies possible employment resources		
7.3.7	Contacts possible employment resources		
7.3.8	Secures job application form		
7.3.9	Completes job application form		
7.3.10	Schedules interview with potential employer or agency		
7.3.11	Returns application forms to potential employers or agencies		
7.3.12	Demonstrates correct interviewing procedure		
7.3.13	Participates in interview		
7.3.14	Returns to sites where applications were made for followup		

Program Administrator's Comments:

PERFORMANCE RATING

EXPLORATORY WORK EXPERIENCE II
(Competencies)

5-Superior
4-Above Average
3-Average
2-Needs Improvement
1-Poor
N/A-Not Applicable
AB-Absent

Objectives: Student performs satisfactory work in specific job stations independently at the Liberty Work Skills Program.

Student participates in supervised work crew off campus with a Liberty Work Skills staff member.

STUDENTS NAME: DATE:

Job Station: Rater:

*****JOB READINESS*****

		Rating	Comments
7.1.17	Follows correct time schedule for breaks/lunch		
7.1.18	Uses time card correctly		
7.1.19	Calls employer when unable to get to work		
7.1.20	Maintains attention to task throughout workperiod		
7.1.21	Maintains steady pace throughout work assignment		
7.1.22	Completes task in alloted time		
7.1.23	Attends work regularly		
7.1.24	Volunteers for tasks		
7.1.25	Verbalizes general rules and regulations set by supervisor		
7.1.26	Follows general rules and regulations		
7.1.27	Selects appropriate equipment and supplies needed for job		
7.1.28	Clears work area when finished		
7.1.29	Returns supplies/equipment to proper storage area		
7.1.30	Verbalizes correct information about employee's role		
7.1.31	Verbalizes correct inforamtion about supervisor's role		
7.1.32	Verbalizes correct information about employee-supervisor relationship		

Program Administrator's Comments:

PERFORMANCE RATING

EXPLORATORY WORK EXPERIENCE III
(Competencies)

5-Superior
4-Above Average
3-Average
2-Needs Improvement
1-Poor
N/A-Not Applicable
AB-Absent

Objective: Student performs satisfactory work in specific job station under supervision at Liberty Work Skills Program.

STUDENTS NAME: DATE:

Job Station: Rater:

*****JOB READINESS*****

		Rating	Comments
7.1.1	Seeks help when needed		
7.1.2	Remains in work area until all work is completed		
7.1.3	Reports to proper work station		
7.1.4	Follows instructions		
7.1.5	Identifies mistakes		
7.1.6	Corrects mistakes		
7.1.7	Completes work with supervisor		
7.1.8	Completes work independently		
7.1.9	Refrains from unnecessary social communication on job		
7.1.10	Accepts supervision from familiar persons		
7.1.11	Accepts supervision from unfamiliar persons		
7.1.12	Accepts supervisor's suggestions		
7.1.13	Follows supervisor's suggestions		
7.1.14	Coorperates with other employees		
7.1.15	Reports any emergency		
7.1.16	Arrives at work on time		

Program Administrator's Comments:

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Vocational Transition Program
Floyd I. Marchus Center
2900 Avon Avenue
Concord, CA 94520

Telephone: (415) 676-4963
634-0511

VOCATIONAL TRANSITION PROGRAM

Delivery of Services

The sequence developed for students to receive Vocational Transition services is as follows:

I. Students are referred for Vocational Transition services by their teachers and/or other staff using the referral application.

II. Upon receipt and administrative approval of the referral form, parents/guardians are notified of the referral. Services are explained to the parents/guardians.

III Districts are notified and the service is added to the page one of the IEP. This may be done formally by holding an IEP meeting or it may be done by the district securing parent/guardian signatures on the page one to approve the Vocational Transition service.

VI. The Vocational Transition specialist observes and interviews the student to assess his/her needs. The Vocational Transition specialist interviews the parents/guardians to broaden information about the student's needs.

V. The current IEP is obtained by the Vocational Transition specialist to review the status, goals, and performance of the student.

VI. If necessary, pre-individualized transition planning meetings are held. The pre-planning team may include parents/guardians, teachers, support staff, student, transitional specialist, regional worker, social worker, and/or any other community people who are involved in the student's life.

VII. A date is established for the individualized transition planning meeting.

VIII. The ITP is written at the individualized transition planning meeting. Again, the team may include parents/guardians, teachers, support staff, student, transitional specialist, regional worker, social worker, school administrator, and/or any other school or community people who are involved in the student's life.

IX. As the ITP is implemented, the Vocational Transition specialist monitores its implementation.

X. Currently, a follow up plan is being developed to evaluate the transition of the student from the educational setting into the community.

INSTRUCTIONS FOR COMPLETING ITP

The ITP team:

1. Reviews appropriate records: a) summary of Mastered Activities, b) current ITP.

2. Selects three of the transition issues (A - H) to be discussed in this ITP.

3. Develops goals, record actions, list those responsible for actions and write time lines for the mutually agreed upon items marked below:

___ A) WORK OPTIONS - Select one of the following work options: individual supported employment, work station in industry, mobile work crew, benchwork or volunteer program, other.

___ B) WORK TRAINING - Select one or more of the following services: public school employment training, job placement, job coaching, job-related skill training, follow along services, job advancement/skill training, other.

___ C) INCOME RELATED ISSUES - Resolve one or more of the following issues:
insurance, benefits, income, wages, SSI, medical issues, taxes, other.

___ D) REQUIREMENTS FOR SERVICES - Resolve one or more of the following issues:
draft registration, social security number, driver's license, bus pass, graduation certificate or diploma, other.

___ E) RESIDENTIAL OPTIONS - Arrange for consumer to live in one of the following residential options:
staffed apartment or house, room-mate, family home, group home, other.

___ F) RECREATIONAL OPTIONS - Select three or more leisure/recreational activities in the following range:
home, neighborhood, community, other.

___ G) SOCIAL RELATIONSHIPS - Select one or more of the following persons with whom the consumer will establish and maintain relationships:
co-workers, family, friends, advocates, counselors, other.

___ H) INDEPENDENCE TRAINING - Arrange for independent skill training in one or more of the following:
transportation, money management, domestic activities, social/sexual issues, other.

4. Signs cover page to indicate agreement with plan.

5. Below each signature include telephone number where you can be reached during the working day.

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The teacher completes the following demographics:

Consumer's Name _____ Age

Present Residence _____ Present Pr

Signatures:

_____ _____

Parent/Care Provider Consume

_____ _____

Telephone Number Telephone N

_____ _____

Name/Agency Name/Age

_____ _____

Telephone Number Telephone N

The teacher completes the following to schedule the next

Next ITP Date _____ Person Responsible To

Issues To Be Addressed:

__ A __ B __ C __ D

Persons To Attend Next ITP:

__ Care Provider __ Consumer

__ Parent __ Regional Center Counselor

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l Transition Plan
over Page

Page ___ of ___

_____ ITP Meeting Date _____

rogram _____ Transition Date _____

_____

_____ _____

er Name/Agency

_____ _____

Number Telephone Number

_____ _____

ency Name/Agency

_____ _____

Number Telephone Number

_____

ITP:

o Schedule Next ITP _____

__ E __ F __ G __ H

__ D R Counselor __ Teacher - _____

__ Habilitation Counselor __ Vendor Trace - _____

CONTRA COSTA COUNTY OF

INDIVIDUAL TRANS

Consumer's Name _____

Transition Issues	Goals	Parent/Consumer	
		Action	T D

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Page ___ of ___

ITP Date _____

	ACTIVITIES			
	School/Employer/Vendor		Agency	
Time Line	Action	Time Line	Action	Time Line

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INDIVIDUAL

Consumer's Name _____

Transition Issues	Goals	Parent/Consume Action
RESIDENTIAL OPTIONS		
RECREATIONAL OPTIONS		
SOCIAL RELATIONSHIPS		
INDENPENDENCE TRAINING		

TY OFFICE OF EDUCATION

TRANSITION PLAN

Page ___ of ___

ITP Date _____

ACTIVITIES					
r		School/Employer/Vendor		Agency	
	Time Line	Action	Time Line	Action	Time Line

CONTRA COSTA COUNTY

INDIVIDUAL TRA

Consumer's Name _____

Transition Issues	Goals	Parent/Consumer Action
WORK OPTION		
WORK TRAINING		
INCOME ISSUES		
REQUIREMENTS FOR SERVICES		

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ANSITION PLAN

Page ___ of ___

ITP Date _____

ACTIVITIES				
	School/Employer/Vendor		Agency	
Time Line	Action	Time Line	Action	Time Line

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PROJECT WORKABILITY
Floyd I. Marchus Center
2900 Avon Avenue
Concord, CA 94520

Telephone: (415) 676-4928
634-0511

PROJECT WORKABILITY

GRANT: Model Site Project or "Project WorkAbility"

Typical Special Education Work Experience Program Process.

I. Referral

A. "Priority population" students typically are referred by the home school liaison to the Project Director. The referring source completes a referral application.

B. "Priority population" students may also be referred in a variety of less typical manners: self referral, parent referral, other agency referral, etc.

II. Screening

A. The Project Director screens the referral form and assigns the referral case to a WorkAbility Training Assistant. Then, the WorkAbility Training Assistant confers with the referring source. When appropriate, parents and significant others are consulted.

III. Interview

A. The WorkAbility Training Assistant (tutor/job coach/ consultant/job developer) interviews the student either at the home school or in the home or in the WorkAbility office to ascertain job seeking skill preparation.

B. The WorkAbility Training Assistant shares the results of the interview with the Project Director. Then, the Project Director and the WorkAbility Training Assistant determine the readiness for referral to the Department of Rehabilitation.

IV. Assessment/Follow-up Conference Report

A. A vocational aptitude is assessed either at the student's home school or at the Contra Costa County Office of Education vocational assessment center or at another agency. When possible, assessment results are encouraged to accompany the referral form.

B. A follow-up conference with the assessment evaluator, the student, the parent, referring source, and significant others (including the WorkAbility Training Assistant) may take place.

V. Development of a Transition Plan (from School to Work)

A. Based upon the vocational profile (interests, aptitudes, academic potential, employability readiness), a transition from-school-to-work plan is developed by respective members of the transition team: WorkAbility staff, school staff, parents, students, and significant others. This plan may include, but is not limited to, the following:

1. Career education in the home
2. Career education in the school
3. Career education in the community
4. Exploratory work experience (non-subsidized)
5. Vocational training
6. Mobility training
7. Job shadowing
8. Work experience (subsidized)

The transition plan also identifies who is responsible for what, (i.e., student responsibilities, WorkAbility responsibility, school responsiblity, parent responsibility, significant other responsiblities).

VI. Placement in Work Experience (Subsidized or Unsubsidized)

A. Agreement with employer

B. Task(s) analysis

VII. Follow-up of Student's Work Experience Performance

A. Based on the transition plan, the student on work experience is provided with follow-up. The follow-up is typically provided by the WorkAbility Training Assistant; however, exceptions are made as determined by the transition team.

B. A typical follow-up occurs for one year following unsubsidized placement.

VIII. Additional Services Provided by WorkAbility

A. Participation on INDIVIDUALIZED TRANSITION PLAN Team

B. Recycling of process for students who need recycling

C. Ongoing outreach activities to school, community, and business groups

TO MAKE A REFERRAL OR TO SEEK MORE INFORMATION ABOUT PROJECT WORKABILITY, PLEASE CALL (415) 676-4928 (415) 634-0511.

LIBERTY HIGH/CCC TRANSITION PRO

Monday - Thursda

PER	TIME		
	8:30-9:00	Prep/Supervision Claudia Bass	Prep/Supervision Rowland Denny
1	9:00-9:11	HOMEROOM T-12	HOMEROOM T-10
2	9:17-10:13	Exp. Work Exper. McDonalds/Feed St.	Metal Shop
3	10:19-11:15	Foods M/W Health & Trans. Work Skills T-12 T/TH	Trans. Work Skills T-10
4	11:21-12:17	Foods M/W Health & Trans. Work Skills T-12 T/TH	Exp. Work Exper. Dainty Ctr/Riches
	12:17-12:57	LUNCH	LUNCH
5	1:02-1:58	P.E.	P.E.
6	2:04-2:50	Student Leadership Sewing/Housekeping HALES T-12	Wood Shop
	2:50-3:00	HOMEROOM T-12	HOMEROOM T-10

T-8 - Mike Trokey - Self-Contained Class
FRIDAY - Community Integration/Mobility Training with Homeroo

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GRAM - 2nd SEMESTER 87-88

y Schedule

Prep/Supervision Geeti Ghose	Prep/Supervision Sandi McElroy	Prep/Supervision Mary Ann Baker
HOMEROOM T-9	HOMEROOM T-11	HOMEROOM T-10
Functional Skills T-9	Pre-Vocational T-11	Functional Skills T-10
Gardening Greenhouse/T-9	P.E.	P.E
Functional Skills T-9 M/W Leisure Skills T-9 T/TH	Functional Skills T-11 M/W Leisure Skills T-11 T/TH	Gardening M Indep. Living T/W/TH
LUNCH	LUNCH	LUNCH
P.E.	Leisure Skills T-11 M/W Independent Living T-11 T/TH	Math/Computer/ Community Awareness T-10 Varies
Leisure Skills T-9 M/W Functional SKills T-9 T/TH	Pre-Vocational T-11	Work Experience/ Academics/Leisure T-10 Varies
HOMEROOM T-9	HOMEROOM T-11	HOMEROOM T-10

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